GOVERNMENT OF INDIA

MINISTRY OF FOOD & AGRICULTURE

(INDIAN COUNCIL OF AGRICULTURAL RESEARCH)

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PROCEEDINGS

of

THE CONFERENCE OF Principals Extension Training Centres

HELD AT BANGALORE

ON

22-24 APRIL, 1954.

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Report on the Conference of the Principals of the Extension Training Centres and other Extension workers held at Bangalore from 22nd to 24th April 1954.

The Second Conference of the Principals of the Extension Training Centres and other extension workers was convened by the I. C. A. R., in pursuance of the recommendation made at the First Conference held at Bhopal in 1953, at Bangalore from 22nd to 24th April 1954.

61 officers from various parts of India, as per Appendix A, attedded. The participants were mainly the Principals of the Extension Training Centres, representatives of the I. C. A. R. of the Ministry of Food & Agriculture, Community Projects Administration, Allahabad Agricultural Institute, Naini, U. S. Technical Co-operation Mission, and the Ford Foundation.

The main object of the conference was to exchange and evaluate experience of the past year in training multi-purpose village level workers with a view to make further improvements in the training programme. It was, as stated by Shri S. C. Roy, Agricultural Extension Commissioner, "to discuss the syllabus and the men who had already been trained as village level workers and were working in the field." "It was", according to him, also, "to balance in the delegates' minds the features pertaining to those trained men working actually in the field; thereafter, to examine and to analyse what were the defects, if any, and what should be done to make the training programme better in the light of the experience gained." The agenda prepared for the conference (Appendix B) was based on the suggestions obtained from the Ford Foundation, T. C. M. and the Principals of the Training Centres throughout the country.

The conference was inaugurated by Dr. Nagan Gowda, Minister of Agriculture, Mysore. It was gratifying that Shri H. M. Patel, Secretary, Ministry of Food and Agriculture, attended the conference inspite of his heavy work at the headquarters and helped in the deliberations by his valuable advice and guidance throughout the conference. Dr. D. Ensminger, representative of the Ford Foundation, was also good enough to participate actively throughout the conference and to make valuable contributions in the deliberations. After introduction by Shri H. M. Patel, Dr. Nagan Gowda, Minister of Agriculture, Mysore, inaugurated the conference, which was followed by useful talks by Shri S. C. Roy, Agritultural Extension Commissioner, and Dr. D. Ensminger, representative of the Ford Foundation. Shri K. Balachandran, Development Commissioner, Assam, Dr. Koshy from the Allahabad Agricultural Institute, Shri Appajappa, Development Commissioner, Mysore, and Shri J. Mehta of the C. P. A. also spoke. The address by Dr. Nagan Gowda, Minister of Agriculture, Mysore, and the talks by Shri S. C. Roy and Dr. D. Ensminger are appended (Appendix C). After the morning session, the conference broke into six different groups to deliberate on different items of the agenda and to submit their recommendations for final decision in the plenary sessions. Appendix D gives details of the recommendations of the six groups.

The recommendations of the six groups were considered in two plenary sessions held on the forenoon of 23rd and 24th April and final recommendations were made as follows:—

RECOMMENDATIONS

I. Problems and difficulties of village level workers.

(1) The conference emphasised on drawing targets by the village level worker in consultation with the villagers in accordance with the needs and resources of the village. It was of the opinion that the village level worker should be given considerable scope in drawing the programme and fixing the target for his area.

(2) The conference was of opinion that in view of the varying conditions it would be unfair to proceed to judge the achievement of a target which was not framed by the village level worker concerned and to evaluate his work on mere quantitative achievement. The conference, therefore, recommended that realistic view should be taken in regard to the achievement of target by the village level worker.

(3) The conference considered it of vital importance that adequate arrangement should be made to ensure supplies and equipments well ahead of time.

(4) The village level worker should be supplied with proper equipments to facilitate his work. A cycle, even if by grant of loan, and allowance for maintenance of cycle is also considered essential.

(5) There should be better understanding between the Project Officer and the village level worker. In the new conception of welfare state it is essential that the superior staff of the project adopt democratic attitude to the village level worker so that the latter could make his full contribution in planning and in execution of the programme. It was also proper to give him his due respect in the presence of the villagers whom he is required to enthuse and to lead in the implementation of the programme.

(6) It was necessary to give the village level worker facilities to concentrate on the more essential items and those he was able to perform in the best possible manner, although he was expected to discharge multi-purpose duties, as the task as multi-purpose worker was more comprehensive than the present village worker was capable of achieving.

(7) Greater concentration on village organisation and more use of the same and the village leadership in the implementation of the programme was recommended.

(8) Suitable housing facility in the villages for the village level workers was considered essential. It was recommended that the States and the Community Projects Administration should consider ways and means to ensure suitable housing for the village level workers either by advance of loans to villagers who were prepared to construct model houses and rent out to the village level workers or by building modest model houses in the villages for the purpose at Govt. cost.

(9) It was recommended that the project supervisory personnel also should have extension training to enable them to appreciate, in a better way, the training obtained by the village level worker. It was also considered necessary that the Project officers and other supervisory personnel should pay frequent visits to the training centres and associate themselves more closely with the training of all future level workers.

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(10) The conference recommended that the designation of the village level worker should be uniformly changed to "Gram Sevak" which conveyed better impression than the present one.

II. Jobs of the village level worker

(1) To obtain an understanding of the village people and village problems through his own study and discussion with the village people.

(2) To assist the village people to recognise their own problems and to find methods for solving:

(a) problems which people can solve themselves with their own facilities and resources;

(b) problems for which people need outside assistance which the village level worker must know as to how and where they are available.

(3) To help village people develop a plan for meeting the various problems (using individual, family and community approa h, and establishing priorities for each spe ific field such as agriculture, health, education and village improvement.

(4) Demonstrations in the field of agriculture, animal husbandry, veterinary, public health, etc.

(5) To help to organise the youth groups.

(6) To render first aid in human and animal diseases.

(7) To study and to report to the technical staff problems which require expert guidance.

(8) To help to organise literacy classes.

(9) To promote kitchen garden, especially among the landless labourers.

(10) To promote poultry-keeping, wherever possible.

(11) To participate in the social activities of the villagers.

(12) To arrange for the proper flow of supplies and services to the villagers.

(13) A list of jobs the village level workers are required to perform should be made and circulated.

III Syllabus

(1) The conference was of opinion that period of training in all States should be one year basic agricultural training, followed by 6 months extension training, as recommended in the previous conference.

(2) The conference recommended that the training should be more realistic and emphasis should be placed in the syllabus on the following:—

(a) Methods and techniques for proper approach.

(b) How to conduct a village survey.

(c) How to analyse problems and establish local work priorities.

(d) How to plan a family and village programme.

(e) How to understand essential elements of village social organisation such as village panchayats, village leadership, village factions, etc.

(f) Inculcation in the trainees of the spirit of service by the staff members, Morning prayer may include inspirational talks, selected reading, etc. for this purpose.

(g) Stress should be given on general knowledge. For this, an information room should be started in each centre with charts and maps etc., maps of India and the State concerned, various informations etc., and competitions held in general knowledge.

(h) How to plan, prepare for, and use the various extension methods and media.

(i) How to evaluate a village programme.

(j) How the services of the technical staff may be used.

(k) Methods to solve problems should be a chief feature of training and teaching methods should be such as that the ability to think is developed in the trainee.

(3) The practical work at the Training Centres should be more job-related and problem-oriented.

(4) Group discussion is recommended as the main method along with lectures.

5) The conference emphasised on the need for a closer contact between the training centre staff and the village workers and recommended that the Principals of the Training Centres and other staff should be allowed to visit projects and to meet the trained village level workers to be able to evaluate the training and to be aware of the problems that the village worker faces.

(6 The conference recommended that each Training Centre should take up one village for intensive over-all development and beautification.

IV. Training women as village level workers.

(1) The conference felt the addition of women workers to ensure home economic activities with the families in the villages and recommended that Home Economics Wings should be added to as many training centres as possible to train women on :—

(a) Home crafts - clothing, knitting, needle work, etc.

(b) Nutrition - Food preparation and preservation.

(c) Maternity care and child welfare.

(d Home improvement and sanitation.

(e) Kitchen-cum-fruit gardening.

(f) Family budget.

(g) Family planning.

(h) Poultry and duckery.

(i) Youth activities.

(j) First aid and household nursing-

(k) Prevention of diseases.

(2) The qualifications recommended were as follows :--

(i) Women with village background, aptitude for and experience in village work.

(ii) Preference may be given to those who have academic qualifications of the matriculation standard or its equivalent.

(iii) Women of good health, emotionally stable, and between the ages of 20 to 35 years.

(3) *Sources for recruitment :* The conference suggested that women-trainees should be recruited from :—

(i) Wives of the Gram Sevaks.

(ii) Trained in Home Economics.

(iii) School teachers.

(iv) Wives of the Project and training staff.

(v) Social and constructive workers.

(4) Staff recommended were as follows :—

(i) Senior Instructor in Home Economics.

(ii) Instructor with qualifications of a Lady Health visitor.

(iii) Instructor on crafts.

(5) **Hostel and residential accommodation** : It was recommended that hostel and residential accommodation be made in several small units which may serve as model village houses.

(6) The conference recommended that women-instructors should be given training before starting the course and some experts may be obtained on regional basis, preferably one for 4 such wings.

V. Equipment of training centres.

The conference accepted the recommendations of the group as detailed below :—

(1) Extension literature and publications from I. C. A R. and C. P. A. should be sent free of cost to all the training centres.

(2) The trainees should also be supplied with the same free of cost, together with various audio-visual publicity material, soil analysis kits and other necesssary equipments for their work.

(3) One jeep with a trailor, one pick up and one truck were considered essential for a double-shift centre. It was also considered that provision of cycles should be made in all the training centres for the trainees.

(4) Twenty acre area was considered essential for a farm to be attached to each training centre, for which it was recommended that funds should be provided It was also suggested that a small unit of poultry, dairy, bee-keeping and piggery should be added to each training centre.

(5) Audio-visual equipment including cameras etc.,should be supplied to all centres.

VI. Matters concerning Staff.

(1) The conference strongly recommended that free residential quarters should be provided to the Principal and all the staff at the centre.

(2) Additional pay or special pay should be granted to the staff of the training centres for the extra work and loss of facilities of their being appointed to the training centres.

(3) The conference also recommended that the staff may be given the scale of pay recommended by the Centre, as far as possible, irrespective of the scale of pay existing in the State, or of the pay drawn by a particular incumbent prior to his appointment.

(4) Staff of the training centre should be considered for all promotions and confirmation in the parent departments along with others.

(5) Full-time staff should be employed and the system of part-time teaching discouraged.

VII. Examinations and award of certificates.

The conference accepted the recommendations of the group as follows:—

(1) Examination should be conducted in two parts - intermediate and final. The intermediate examination by the Principal and the staff, while the final examination along with external examiners.

(2) The panel of examiners should consist of—

(a) The Principal of the Training Centre.

(b) A Principal from another Training Centre in the same region.

(c) Development Commissioner or his nominee, preferably a Project Executive Officer.

(d) A representative from the Centre may also be added, wherever possible.

(3) The conference considered it advisable to adopt a uniform standard and system of assigning marks.

(4) Separate record in the form of a record card was not considered necessary.

(5) Need for a uniform certificate was considered necessary. It was left with the centre to introduce a uniform certificate. Badge was considered unnecessary as the real badge would be the service to the people.

(6) Supplementary examination between 4 to 6 weeks from the final test was recommended by the conference. During this period the trainee was required to meet his own expenses.

VIII. Administrative problems.

(1) The best men should be appointed to the training centre and their future prospects assured. If necessary, provision of special pay should be made to encourage the best men to take up these jobs.

(2) The post of the Principal should be of class I cadre, the other instructors of class II cadre and others of subordinate service.

(3) The Principal of the centre should be given adequate financial powers for all recurring and non-recurring expenses.

(4) Provision for a permanent advance should be made to the Principal of the training centre for meeting contingent expenditure, particularly in respect of messing, etc.

(5) The Principal should be consulted and co-opted in the selection of the staff either by any department or by the Public Service Commission.

(6) Transfers of staff should be avoided.

(7) The conference recommended that execution of bond to serve after training should be abolished.

(8) Provision of telephone at the training centre was recommended strongly.

(9) It was suggested that an association of all extension workers should be formed to give impetus to the movement and Dr. Koshy, the proponent, was requested to initiate the same and to contact the various members of the conference in due course to give final shape to the proposal.

IX. Community Development Seminars at Training Centres.

(1) It was recommended that the Principal should be made a member of the Project Advisory Committee of the district concerned.

(2) It was suggested that community development seminars should also be held at the various training centres as far as possible.

(3) The conference recommended arrangement of lectures by eminent authorities on rural reconstruction, wherever available, by payment of honorarium.

(4) It was also agreed that a committee should be constituted at State level under the guidance of the Centre to prepare text books (on different subjects and suitable text books) prepared in collaboration with the Centre and with the approval of the latter.

After the final Plenary Session, Shri S. C. Roy thanked the Government of Mysore for their help. He also thanked Dr. Nagan Gowda, the Minister of Agriculture, for having inaugurated the Conference and the delegates for their co-operation and contributions. He also expressed his gratefulness to Shri J.V.A. Nehemiah, Secretary, I.C.A.R., for participation in the deliberations and for giving the conference constant help and guidance. Finally, he thanked the staff for the ungrudging labour and assistance. Dr. Ensminger expressed the gratitude of the delegates to Shri H. M. Patel, Secretary, Ministry of Food and Agriculture, for participating in the Conference actively in spite of the pressure of work at headquarters.

After the Conference, the delegates visited Mandya Training Centre and certain other areas in Mysore.

ANNEXURE A

List of persons present at the Conference

Delegates :

1. Shri H.M. Patel, I.C.S., Secretary, Ministry of Food & Agriculture, Government of India.
2. Shri S.C. Roy, Agricultural Extension Commissioner to the Government of India.
3. Shri K. Balachandran, I.C.S., Director of Community Projects and Secretary, Development (Community Projects) Department, Government of Assam.
4. Dr. B. Natarajan, Development Commissioner, Government of Andhra.
5. Dr. K.G Joshi, Dy. Director of Agriculture (Extension) Government of Madhya Pradesh.
6. Shri S. Ray, Special Officer, Community Projects, Government of West Bengal.
7. Shri Jaipal Mehta, Special Officer (Training), C.P.A., Planning Commission, New Delhi.
8. Dr. Douglas Ensminger, Ford Foundation Representative in India.
9. Dr. L.K. Mclaughlin, Ford Foundation, New Delhi.
10. Shri John T. Bulls, Adviser Training Centre, Nabha, PEPSU.
11. Shri Frank W. Sheppard, Adviser, Training Centres, Madhya Pradesh.
12. Shri M D. Fox, Extension Specialist, Hyderabad.,
13. Shri George Puckett, Extension Specialist, Bhopal.
14. Dr. Earl E. Julson, Extension Specialist, New Delhi.
15. Shri Cal Svinth, Extension Specialist, New Delhi.
16. Shri C.V. Kimmell, Extension Adviser, Assam.
17. Shri J. Malcolm Orchard, Extension Specialist, New Delhi.
18. Shri Donald G. Curry, Extension Specialist, Bihar.
19. Shri Hans E. Kardel, Extension Specialist, Mysore.
20. Shri Ernest E. Neal, Extension Specialist, New Delhi.
21. Dr. T.A. Koshy, Head, Extension Department, Allahabad Agricultural Institute, Naini, Allahabad.
22. Shri F.H. Shuman, Director of Training, Allahabad Agricultural Institute, Naini, Allahabad.
23. Dr. R.S. Shivalkar, Principal, Extension Training Centre, Sindewahi, Madhya Pradesh,
24. Shri K.R. Patel, Principal, Extension Training Centre, Anand, Bombay.
25. Shri B. Rudramoorthy, Principal, Extension Training Centre, Madhya, Mysore.

26. Shri B.K. Bose, Principal, Extension Training Centre, Burdwan Farm, West Bengal.

27. Shri U.C. Ghildyal, Principal, Extension Training Centre, Bakhshi-ka-talab, Lucknow (U.P.)

28. Shri Inder Singh Chima, Principal, Extension Training Centre, Batala, Punjab,

29. Shri B.S. Nirvan, Principal, Extension Training Centre, Nilokheri, Punjab.

30. Shri B.B. Yeligar, Principal, Extension Training Centre, Dharwar, Bombay.

31. Shri T.B. Pawar, Principal, Extension Training Centre, Kolhapur, Bombay.

32. Dr. T.P.S. Chowdhari, Chief Instructor, Extension Training Centre, Patna, Bihar.

33. Dr. A.C. Sinha, Chief Instructor, Extension Training Centre, Muzaffarpur, Bihar.

34. Shri B.L. Kayasth, Principal, Extension Training Centre, Powarkheda, Madhya Pradesh.

35. Shri M. Satyanarayanamurty, Principal, Extension Training Centre, Peddapuram, Andhra.

36. Shri P.N. Nayar, Principal, Extension Training Centre, Parli, Madras.

37. Shri R.A. Pillay, Vice-Principal, Extension Training Centre, Gandhigram, Madras.

38. Shri J.S. Kaushiva, Principal, Extension Training Centre, Bulandshahr, Uttar Pradesh.

39. Shri J.N. Misra, Principal, Extension Training Centre, Chirgaon (Jhansi), Uttar Pradesh.

40. Shri M.L. Saxena, Principal, Extension Training Centre, Antri, Madhya Bharat.

41. Shri S. Majid Ali, Principal, Extension Training Centre, Bhopal.

42. Dr. B. Parija, Principal, Extension Training Centre, Balangir, Orissa.

43. Shri G.C. Baruah, Principal, Extension Training Centre, Jorhat, Assam.

44. Shri Agha Ashraf, Principal, Extension Training Centre, Srinagar, Jammu & Kashmir.

45. Shri M.G. Sen, Principal, Extension Training Centre No. 1, Fulia, West Bengal.

46. Shri Prem Sagar, Principal, Extension Training Centre Mashobra, Himachal Pradesh.

47. Shri I.S. Sharma, Principal, Extension Training Centre, Kotah, Rajasthan,

48. Shri Chanda Singh, Principal, Extension Training Centres Nabha, PEPSU.

49. Dr. M.S. Nair, Principal, Extension Training Centre, Mavelikara, Travancore-Cochin.

50. Shri G.G. Phadke, Principal, Extension Training Centre Nowgong, Vindhya Pradesh.

51. Shri B.R. Venkatram, Instructor, Extension Training Centre, Himayatsagar, Hyderabad-Dn.

52. Shri K.M. Desai, Principal, Extension Training Centre, Junagarh, Saurashtra.

Invitees :

1. Dr. Nagan Gowda, Minister for Agriculture, Mysore State.
2. Shri M.K. Appajappa, Development Commissioner, Mysore.
3. Shri H.J. Veerappa, Assistant Development Commissioner, Mysore.
4. Dr. Sushila Lingaiah, Professor in Home Economics, Maharani's College, Bangalore, Mysore
5. Shri R. Guruswamy, Hon. Principal, Tamilnad Gram Sevak Vidyalayam, Madurai District, Madras.
6. Shri Y. Rama Rao, Dir. of Agriculture, Bhopal.

Officers of the I C.A:R.

1. Shri S.K. Dey, Dy. Agricultural, Extension Commissioner.
2. Shri Vas Dev, Administrative Officer.
3. Shri P.U. Oza, Officer on Special Duty (Publicity).

ANNEXURE B

AGENDA

Second Conference
of
Principals, Extension Training Centres

April 22-24, 1954.

VENUE —Bangalore

OBJECTIVE —Exchange and evaluate experience of the past year in training multi-purpose village level workers (Gram Sevaks) with a view to making improvements in the present training programme.

PARTICIPANTS—Principals of Extension Training Centres, representatives of the Ministry of Food and Agriculture; Community Projects Administration; Allahabad Agricultural Institute, Naini; U. S. Technical Co-operation mission and the Ford Foundation.

PROGRAMME

April 22, 1954 10 to 11.30 A.M. **Inaugural session.**

1. Inauguration of the conference by Dr. Nagan Gowda, Minister for Agriculture, Forests and Home, Mysore State.
2. Orientation to the objective of the Conference—Shri S. C. Roy, Agricultural Extension Commissioner.
3. Observations on field experiences—
   (i) by Shri S. K. Dey, Administrator, Community Projects Administration.
   (ii) by Dr. Douglas Ensminger, Representative of the Ford Foundation.
   (iii) by Shri S. N. Mehta, I. C. S., Development Commissioner, M.P.

11-30 to 1 P.M. **Group discussion meetings.**

All groups discuss the following items :

4. What are the problems and difficulties village level workers are facing in the field ?
   (a) In village work
   (b) In working smoothly with the rest of the members of the project staff
   (c) In working with others, i.e. people, agencies and groups concerned with their work.
5. What are the jobs which the village worker is expected to do when he gets into the field ?
6. Which jobs present the most difficulties ?

April 22, 1954 — 2.30 to 4.30 P.M. — **Group discussion meetings.**

All groups discuss the following items :

7. To what extent our present training programmes (as reflected in our syllabi) "train" to meet the problems and difficulties enumerated above ?

8. To what extent do our present training programmes (as reflected in our syllabi) "train" to do the jobs which the village worker has in the field ?

   (Indicate all modifications which need to be made in present syllabi to anticipate, more realistically, the problems and jobs which the trainees meet when they get into the field).

9. As a group, evolve a common job-related problem-oriented syllabus designed to meet the problems and jobs as determined from the above discussions.

5 to 6.30 P.M. — **Group discussion meetings.**

All groups discuss the following items in the light of the preceding discussion :

10. Is the present village work at or around the training centre job-related and problem-oriented ?

11. Is the present practical work at the training centre job-related and problem-oriented ?

12. What is the place of the lecture method in a job-related, problem-oriented approach to training ?

13. What is the place of the discussion method in a job-related, problem-oriented approach to training ?

April 23, 1954 — 10 to 1 P.M. — **Plenary session.**

(a) Group reports couched as specific recommendations for changes in the present training programmes.

(b) Discussion of recommendations.

(c) Decision on recommendations.

2.30 to 5.30 P.M. — **Group discussion meetings.**

By choice, delegates go to anyone of the following six group discussions :

14. Training women as village level workers.

    (i) Qualifications.

(ii) Scope and nature of training.

(iii) Hostel and residential arrangements.

15. Equipment of training centres.

(i) Free supply of extension literature and handbooks to :

(a) libraries (b) trainees.

(ii) Provision of soil analysis kits.

(iii) Transport facilities.

(iv) Desirability of adding small poultry, dairy, piggery and bee-keeping units.

(v) Minimum size of farms attached to the centres.

16. Matters concerning staff.

(i) Residential accommodation.

(ii) Grant of additional pay to compensate loss of facilities on appointment at training centres.

(iii) Safeguarding of rights of promotion in parent departments.

(iv) Standard pattern of teaching and ministerial staff for a training centre—
(a) single-shift, (b) double-shift.

(v) Desirability or otherwise of appointing part-time instructors.

17. Examinations and award of certificates.

(i) Setting up regional panels of examiners.

(ii) Desirability of associating Central Representatives with the Boards of Examiners.

(iii) Desirability of uniform system of assigning marks.

(iv) Review of Record Card in the light of experience gained.

(v) Need for a uniform certificate and a badge.

(vi) Need for holding supplementary examinations for unsuccessful candidates.

18. Administrative problems.

(i) Delay in appointments of staff—how to avoid—desirability of conferring certain financial and appointment powers upon the Principals.

(ii) Avoidance of transfers of staff during the session.

(iii) Execution of a bond by trainees binding them to serve for a number of years - provision for refund of stipends and training expenses etc.

(iv) Provision of telephones to the training centres.

19. Miscellaneous.

(i) Desirability of holding seminars on community development at training centres.

(ii) Arrangements for lectures on rural reconstruction by eminent constructive workers —payment of honorarium etc.

(iii) Desirability of associating the Principals with Projects Advisory Committees.

(iv) Text-books available and those to be prepared.

April 24, 1954 8.30 to 10.15 A.M. **Plenary session.**

Groups report conclusions and recommendations with reference to :

(a) Training women as village level workers.

(b) Equipment of training centres.

(c) Matters concerning staff.

(d) Examinations and award of certificates.

(e) Administrative problems.

(f) Miscellaneous.

General Discussion.

10.15 to 10 30 A.M. **Closing of the conference.**

11.0 A.M. Visit to Extension Training Centre, Visvesvaraya Canal Farm, Mandya.

ANNEXURE C

Inaugural Address by Dr. Nagan Gowda, Minister of Agriculture, Mysore

I take great pleasure in welcoming you all to this conference on the training of multi-purpose village level workers. We deeply appreciate the honour done to this State by holding the seminar here.

About 80 per cent of India's population lives in the villages and are directly or indirectly dependent on land for earning their livelihood. The problem of India is to upgrade the living standard of our people by bringing about an all-round development of villages It is for this reason that agriculture has been given the most prominent place in the first Five Year Plan of our country. One of the important aspects of the programme of agricultural development is the introduction of National Extension Service. It embraces all aspects of development in the life of rural India and aims at an increase in production. employment, literacy and amenities of life.

This programme was formally inaugurated in October 1953. The immediate target is to cover a total of 1,20,000 villages, comprising about one-fourth of the rural population of India within the remaining two years of the first Five-Year Plan The ultimate object is to cover the entire country by the National Extension Service during the second Five-Year Plan. This is a gigantic task which can be achieved only by hard lobour and active co-operation of all concerned.

In our scheme of things, the pivot of all activity is the Gram Sevak or village level worker. He is supposed to be a multi-purpose man, familiar with almost everything with which village life in India is concerned. The success of the scheme will mainly depend on whether he is able to inspire confidence amongst the villagers. This can be done only if he is able to completely identify himself with the village community, guide them where he can and learn from them where necessary. He should be imbued with a spirit of service so that the villagers can come to him for guidance whenever necessary, without any hesitation. It is, therefore, most essential that he should be given the proper type of training for the performance of his duties.

I understand that 34 centres for the training of Gram-Sevaks are already working in various parts of the country and a few more are proposed to be started in the near future. The quality of material produced at these centres is one of the most important contributory factors towards the success of the scheme There is thus a special responsibility on you, who have been entrusted with the work of training the village guides The training to be imparted is not of the ordinary routine type imparted in most of our schools and colleges. You are concerned with the preparation of the man who will be in a position to act, at the same time, as a guide, philosopher and friend of the village community for whose service he is to be assigned I admit that your task is not an easy one, but as 'Gurus' it is your duty to see that the pupils entrusted to your care, are fully equipped for the task expected of them by the nation. You should, therefore, spare no pains in imparting perfection to the trainees. The success of the scheme is primarily dependent on the type of human material you can produce for carrying out the programme.

In recruiting men for being trained as Gram Sewaks special attention should be paid to their qualifications and experience. The background of the village life would enable a trainee to make easy contact, with rural folk.

Experience in farming and cattle-rearing would enable him to learn quickly modern methods in agriculture at the training centre and take and impart it to the villager. Mysore was fortunate in the first two batches of recruits, for they were mostly graduates or diploma-holders in agriculture or animal husbandry. In future such men may not be available and therefore, it should be an uphill task to train them to teach the villager the correct land and water use, resulting in increased production from the soil

While it would be difficult to obtain enough men with training in agriculture or animal husbandry, it might not be so difficult, in the course of time, to get men with experience in cultivation and rearing cattle. If such preference is announced for future recruitment, our young men might try to equip themselves with such experience.

The agenda of the conference covers a wide range of items, bearing on such problems of recruitment and training of village guides. Some of these require mature consideration and thought. I will not attempt to anticipate the discussions which will take place in the next few days, and leave it to this conference of learned persons assembled from all over the country to resolve them by mutual discussions and exchange of ideas "

Talk by Shri S.C. Roy, Agricultural Extension Commissioner Government of India

I have great pleasure in welcoming you to the second conference of the Principals of Extension Training Centres. We are very grateful to Dr. Nagan Gowda the Minister of Agriculture, Mysore, to have found the time to come over to the Conference and to have taken part in the proceedings. His idea was to have been with us all the forenoon but he had to leave after his address due to an urgent Cabinet meeting. The next item of our programme is the orientation to the obiectives of this conference. The usual method we follow is that after the inauguration and the preliminary speeches we break up in groups, but before that is done it will perhaps he useful to say something about this conference

In the Five Year Plan of the Government of India a programme of intensive rural development has been proposed for securing lasting and substantial results in increased agricultural production. The problem of agricultural improvement has been realised as a part of the much wider problem of raising the standard of living of the rural population throughout the country. Under the pragramme, every State is expected to bring in certain areas, one after another, under intensive development, while holdlng rest of the State more thinly. During the plan period it is proposed to establish 1200 Development Blocks of 100 villages each and to organise a National Extension Service consisting of a net work of rural extension workers - Gram Sevaks - to man these blocks and to give constant advice and guidance to the rural population and also to bring the problems of the farm people to the research workers who would tackle them. The National Extension Service would thus act as a two-way channel for the flow of information concerning the day to day problems of the farming community in our country.

This programme of intensive rural development is vast and requires for its execution the services in large numbers of adequately trained multi-purpose village workers or Gram Sevaks who will be the ultimate link between the Government and the rural population. We are now embarking on a new road leading to a new objective. That objective is the raising of the standard of

living of our village population through education, correct land and water use resulting in increased production from the soil and through adequate measures ensuring better health and sanitation Every man, woman and child in the villages af India must feel that Freedom has meant a difference and that there is a mission to fulfil. That mission is to make India a great and beautiful country, through intense hard work and absolute dedication. Even with full measure of peoples' participation, a country-wide programme of this vast nature can only succeed with the help of carefully selected and suitably trained personnel who are animated by a spirit of service to the people.

We held the last year's conference at Bhopal mainly to discuss the syllabus and the men who were trained as village level workers are already in the field. The most important objective of our conference this year is to balance in our own minds the features pertaining to these trained men working actually in the fields; thereafter to examine and to analyse what are the defects, if any, and what we should do to make our training programme better in the light of experience gained. We would break into groups and take up this agenda but before we do that it will be desirable if some of our friends would let us have the benefit of their experience and also some of the ideas as to what they feel about these trained persennel working in the villages. We had invited the Administrator, Community Projects Administration, to give us the benefit of his experience but unfortunately he has another big conference to attend and so he could not come. He has however desired me to convey to the conference his best wishes for its success. I would request Dr. Ensminger, Shri Balachandran, Dr. Koshy and others to let us have the benefit of their experience about these trained personnel in the field. As you have noticed the agenda is very heavy, I wou'd therefore strongly urge that you give concrete suggestions to enable us to arrive at certain definite conclusions.

Talk by Dr. Douglas Ensminger, Ford Foundation Representative in India.

A review of the past two years' experience in training Gram Sevaks leaves one with a feeling of satisfaction of a job well done.

When the 34 centres for the training of Gram Sevaks started two years ago, I made a mental note which said India should be satisfied if after the first two years twenty percent of the centres were very good, forty percent better than average and forty percent average and below. To me this would have been a record any country could have taken pride in, in starting a new programme on so vast a scale.

India's experience with these 34 centres was far better than any of us in our most optimistic moments hoped could be the case. My objective appraisal of the 34 centres today is that about sixty percent of these centres are very good, twenty percent are better than average and only twenty percent average or below average.

This record of achievement is in large measure due to the devotion of you men who have worked untiringly in the 34 centres and to the leadership of Dr. S. C. Roy who has had the overall leadership for the training programme.

But let's not dwell on the past India looks to the future.

With the past two years' of experience as guide lines, it is now possible to project new and higher standards for the training of Gram Sevaks. Let me consolidate the thinking you have revealed to me in setting the new standards for the training of Gram Sevaks.

If I have properly interpreted what you have told me as I have visited with you in your centers, as well as the points of view expressed by Development Commissioners and Project Officers, the new and higher standards would include the following :

1. The staff of each training centre should co-operatively write out a challenging and achieveable statement of objectives for the training centre. Each instructor in the training centre should know the overall objectives of the training centre as well as being clear as to his specific objectives as a teacher in a specific field. Furthermore, each trainee should be clear as to why he is undergoing training and what is expected of him once he becomes a Gram Sevak.

2. All teaching and work experiences in the training centre should be organized to provide the best possible learning experience. This means that each lecture or discussion group should be organized to put over a specific point. Each *work* experience and *visit* to the village should be for a purpose such as showing how to dig a compost pit or how to approach and interest village people in improving specific family or village practices.

3. Greater emphasis should be placed on producing trainees with creative minds. Trainees need more things to read, more time to read and greater stimulation for creative thinking.

4. More emphasis in the training centres need to be placed on educational and extension methods—how to approach village peoples, stimulate the interest, and guide them in making wise decisions necessary for solving their problems.

5. The goal over the next two years should be to rotate all lecturers in the training centres with staff from the Community Projects and the National Extension blocks, so that all training staff will have had first-hand successful experience in a project. They can then teach from experierence. The teaching staff in these training centres must be second to none.

6. All training centres should take immediate steps to send one or more persons to Allahabad Institute for systematic training in Extension methods. Once trained, these people should not only be assigned the responsibility for teaching the course on Extension Methods to the trainees, but should be responsible for teaching all other staff members what they have learned about Extension Methods since *all* staff members need to be experts on this area of training.

7. There is nothing "sacred" about the present syllabi used by the training centres. A training programme which looks the same as it did when it first began a year or so ago, is in a state of premature rigidity. Experimentation and change should characterize all training programmes. Constant ***additions*** to the list of things which need to be taught does not necessarily spell progress. *Cutting out* less important and ineffective experiences is just as important.

8. There should be a constant and *increasing* two-way flow of ideas and information between the staffs of the training centres and the staffs in the project areas and blocks. This inter-change of ideas can best be facilitated through well-planned visits to one another's operations. If a picture is worth 1,000 words, by the same token, a visit is worth 1,000 pounds of correspondence.

9. Since the success of the Gram Sevaks is based on ability to interest and motivate village people in working together to solve their common problems, it seems appropriate that increasing training time be directed toward helping the Gram Sevaks understand the village—its osganization, leader-follower patterns, village conflicts traditions, attitudes, prejudices, motivations and needs.

10. Once recruited for training, consideration should be given to assigning the new recruit as an apprentice Gram Sevak for a period of a month or six weeks This will help the prospective trainee know what he is being trained to do.

11. Following the six months' training period in the village training centre, consideration should be given to placing the Gram Sevaks in projects as apprentice Gram Sevaks for a six months' period. The supervision of these new Gram Sevaks should be the responsibility of the centres training Gram Sevaks.

12. Immediate attention should be focussed on administrative problems which affect morale in the training centres These include among other things, providing staff quarters and salary adjustments.

13. Evaluation should be a byword in all training centres. Evaluation should focus attention on such fundamental questions, as :

How are the Gram Sevaks getting along in the projects?

What shortcomings in their training show up as they go about the job?

How can recruitment proeedures be improved ?

What changes should be made in training methods.

ANNEXURE D

GROUP I

Report on discussion of items 4 to 13 of the agenda.

Members—

1. Dr. Douglas Ensminger—Convener.
2. Shri M D Fox
3. Shri S. Majid Ali.
4. Shri T. B. Pawar
5. Shri G. C. Baruah
6. Shri B. L. Kayasth
7. Shri Inder Singh Chima
8. Shri M.G. Sen
9. Shri K. Balachandran
10. Shri F.W. Sheppard
11. Shri H.M. Patel
12. Shri J.V.A. Nehemiah-(Observer)
13. Shri P.U. Oza.

Item No. 4.

What are the problems and difficulties village level workers are facing in the field ?

(a) In village work?

(b) In working smoothly with the rest of the members of the project staff?

(c) In working with others, i.e. people, agencies and groups concerned with their work.

(a) Village people have lived in their own situation so long that they do not readily recognise their own problems or realise they have resources to solve many of these problems themselves.

2. Without questioning the vital necessity and importance of laying down targets to be achieved in different spheres, unless it is realised that problems and difficulties which face village workers in their respective areas vary considerably and effect as a consequence their quantitative achievement, injustice is done to the village worker and the basic concept of village extension work, therefore, while retaining the targets each village worker's achievement must be judged with reference to his particular problems and circumstances. The position will become different when the targets are drawn up by the village worker in consultation with the villagers in accordance with the needs and resources of the village.

3. Conservatism of villager.

4. The village worker lacks an understanding of the culture of the village.

5. Often the village worker is unable to give effective assistance in the solution of problems because he does not have the facilities at hand (leads to unfulfilled promises and loss of confidence). Frequently he does not have complete information.

(b) The autocratic attitude of the project staff does not permit the village worker to make his full contribution in planning and execution of the development programme.

(c) There is a lack of organisation and village leadership in the village to carry-out development programme.

(d) The job of the village worker is most comprehensive, than the present village workers are capable of achieving.

Item No. 5.

What are the jobs which the village worker is expected to do when he gets into the field?

(a) The first job of the village worker is to obtain an understanding of village people and village problems through his own study and discussion with village people.

(b) The second job is to help village people become interested, aware, and recognise their own problems.

(c) The third job is to help people find methods of solving these problems of two general types—

(i) Problems which people can solve themselves with their own facilities and resources.

(ii) Problems which village people will need outside assistance from agencies such as Government etc. He must know available outside sources of assistance

(d) Help village people develop a plan for meeting these problems (using individuals, family and community appraoch) and establishing priorities in terms of village problems then establish priorities for each specific field such as agriculture, health, education and village improvement. The principles of establishing priorities should be as follows: —

A problem which is of vital importance and can be achieved in a relatively short time.

Item No. 6.

Which jobs present the most difficulties?

Skipped.

Items No. 7 and 8.

7. To what extent our present training programmes (as reflected in our syllabi) 'train' to meet the problems and difficulties enumerated above ?

8. To what extent do our present training programme (as reflected in our syllabi) 'train' to do the jobs which the village worker has in the field ?

(a) With one exception the group felt that the syllabi needed to be reviewed in order to ensure stronger emphasis on methods and techniques of approaching people. In regard to the period of training it was felt that all States should try to conform to the norm of one year basic agriculture training and six months extension training.

(b) In general, the group agreed that the staff members are not competent to impart the type of training to produce highly desirable village worker.

The group recommends the following :—

1. A critical review of the qualities of the present staff be conducted. Only staff members having necessary qualities and potentitalities should be retained.

2. All members of the training staff including Principals should receive the extension training at Allahabad within the next year.

3. The future staff member should not be taken until he has completed the extension training at Allahabad. Before he is posted as an instructor he should live with a village worker in either community projects or national extension service blocks to learn the true problems of the village worker

4. It is essential that the staff be drawn from those with necessary technical and academic qualifications and aptitude backed by practical field experience.

The training programme to date has not been designed to meet the specific problems mentioned above.

Item No. 9.

As a group evolve, a common job-related problem-oriented syllabus designed to meet the problems and jobs as determined from the above discussions.

In reviewing the syllabus emphasis should be placed on the following :

(a) How to conduct a village survey to bring village worker to grips with the village problems.

(b) How to analyse problems and establish local work priorities

(c) How to plan a family and village programme.

(d) How to understand essential elements of village social organisation such as leader-follower patterns, factions, village panchayats, etc

(e) Incultation in the trainees of the spirit of service by the staff members. Suggested methods (1) morniug prayer may include inspirational talks, selected reading, (2) information centres or room with charts, maps and so forth, (3) competition in general knowledge

(f) How to plan, prepare for, and use the various extension methods and media.

(g) How to evaluate a village programme.

(h) How the services of the technical staff may be used.

(i) Teaching methods should be such that thinking ability is developed in the trainee by teaching through problem solving methods.

Items Nos. 10 and 11.

10. Is the present village work at or around the training centre job-related and problem-oriented?

11. Is the present practical work at the training centre job-related and problem oriented?

In general, yes, but it is very necessary that trainees must know how the work experience will help him when he becomes a village worker in the village.

Items Nos. 12 and 13.

12. What is the place of the lecture method in a job-related, problem-oriented approach to training?

13. What is the place of the discussion method in a job-related, problem-oriented approach to training?

The group discussion method is most desirable but due to practical difficulties the lecture method in many cases may be necessary but even it can be made more effective by the problem solving approach, using visual aids asking questions, and encouragiug questions from students.

General.

1. It was a general opinion that there is not enough contact between the training centre staff and the village workers after passing out. This was regarded as necessary so that the staff may evaluate the training programme and be aware of the problems the village worker faces

2. Each training centre is invited to work intensively with one village on over-all development and beautification.

GROUP II

Report on discussion of items 4 to 13 of the agenda.

Members :—

1. Dr. T. A. Koshy (Convener)
2. Dr T. P. S. Chowdhari
3. Dr. A. C. Sinha
4. Dr. K. G. Joshi
5. Shri S. Ray
6. Shri F. H. Shuman
7. Shri J. T. Bulls
8. Shri Prem Sagar
9. Shri K. R. Patel.
10. Shri George Puckett.

Item No 4.

What are the problems and difficulties village level workers are facing in the field ?

(a) In village work ?

(b) In working smoothly with the rest of the members of the project staff ?

(c) In working with others, i.e people agencies and groups concerned with their work.

(a) These fall under two broad categories viz. (i) attitude and (ii) physical factors All along it has been stated that the Village Level Worker is the key person in the entire development programme. However, in actual practice, he is not given that recognition in many cases. It is hoped that this situation will improve and that due recognition will be given to the important function that he has to perform.

(2) Under physical factors, the problems and difficulties are as follows :—
Lack of suitable housing in villages for Village Level Workers in many cases :—The group recommends that the system followed by the West Bengal Government, viz. of advancing loans to villagers prepared to construct model housing for renting to village level workers, should be adopted by every State. This arrangement should be provided in the case of Community Projects as well as NES Blocks. As far as possible, Village Level Workers should be encouraged to live in the village with their families and to this end in view they should be selected from regions where they have to work. In cases where the problem of maintaining double establishment by Village Level Workers cannot otherwise be resolved, Government should provide a compensatory allowance. Similar provision should be made for areas where chronic maladies such as malaria, etc. prevail

The group was of the opinion that while it is expedient to select workers to work in region to which they belong, it is not advisable to actually locate them in their home-villages. Along with this it was also pointed out that the Project Officers and Block Development Officers in deciding the headquarters

of the Village Level Worker should take into consideration facilities available for education of children, medical treatment, etc.

(b) Difficulties in working with other project staff :—

(i) It becomes difficult for a single Village Level Worker to meet adequately the demands of the subject-matter specialists, each pulling in the direction of his own field of specialization.

(ii) Lack of appreciation of extension philosophy by some Project Officials.

(iii) Lack of project bias on the part of the training staff in some cases.

iv) Village Level Workers are called upon to maintain far too many cumbersome reports and returns.

(v) Defective supply line creates many problems and difficulties.

The Group recommends :—

(1) Principals of Training Centres, Project, and Block Development Officers should be trained together in the centres which are being organised for training of Block Development and Project Officers

(2) Every effort should be made to encourage project staff at various levels, in particular Project Officials, to visit and give talks at the training centres.

(3) Efforts should also be made to simplify the reports and returns as far as possible. It is suggested that printed forms be prepared to be filled in by Village Level Worker.

(c) Difficulties in working with the village agencies and groups :—The Group recommends that sufficient attention should be paid in the training programme so that the village level worker may be able to steer clear from village factions a nd to encourage people to take up programmes of common interest, as such will not evoke opposition from any quarter. As regards recalcitrant indivi duals, the Group recommends that this problem can be tackled only through dynamic educational programme in the villages.

Item No. 5.

What are the jobs which the village worker is expected to do when he gets into the field ?

In general, every effort should be made to avail the training already given to the Village Level Workers so that the special skills that he acquires in different fields are utilised in the execution of village programme. The following are some of the jobs which the Village Level Worker is expected to do :—

(1) To get acquainted with the people among whom he has to work to gather information for planning village programmes.

(2) To help organise adult groups

(3) Demonstration in the fields of agriculture, animal husbandry, veterin ary, public health and fisheries wherever exist.

(4) To help organise youth groups.
(5) First-aid in human and animal diseases.
(6) Routine prophylactic inoculation under technical guidance

(7) Studying and reporting to the technical staff current rural problems relating to subject matter.

(8) To help organise literacy classes.
(9) To promote kitchen garden, espacially among the landless labourers.
(10) To promote poultry-keeping, wherever possible.
(11) Participation in the activities of the social education centre

The Don'ts of village level workers were also suggested by the Group :—

To steer clear from acting as a revenue agent of any kind and secondly not to lose balance between educational and action programmes.

Item No 6.

Which jobs present the most difficulties ?

The most difficult jobs are those in which group activity is necessary. This may be extended to social and economic activities. The other difficult jobs are those which cost too much in labour or finance.

Item No. 7.

To what extent our present training programmes (as reflected in our syllabi) "train" to meet the problems and difficulties enumerated above ?

In general, the present training programme meets to a great extent problems and difficulties enumerated above. The group considared the question of providing training in crafts and was of the opinion that in the present circumstances, it is not feasible to provide substantial training in crafts at the training centres. The Group, however, recommends that every centre must have workshop facilities especially for smithy and carpentry. It also suggests that trainees should be taken out, wherever possible to craft centres in the vicinity of the training centres so as to brief them in the problems and processes connected with these crafts. Wherever possible, qualified instructors in various crafts should be brought to the trainees at the centres about the problems connected with various crafts.

Item No 8.

To what extent do our present training programmes (as reflected in our syllabi) "train" to do the jobs which the village worker has in the field ?

The group feels : (1) that more emphasis should be given on "programme planning" and "village participation" in the training programme.

(2) Trainees should be taught to use result demonstrations in furtherance of educational activities.

(3) More emphasis should be placed in the training centres on practical use of teaching media and methods based on actual experience in villages during the training period. The use of audio-visual aids should be given every encouragement.

(4) The Group also suggests that instructors in different fields should be encouraged to gather knowledge relating to fields concerning their fellow-instructors at the centre so that they may be able to inspire and guide the trainees more effectively.

The Group thinks that the Central Government should arrange for a pooling of specialists on a regional basis to help various training centres in special subjests of regional importance.

In centres where the basic agricultural schools are attached to the Extension Training Centres, the Principals may be given the option to teach Public Health in the basic syllabus and this may be extended to the Extension Training as well

Item No. 9.

As a group evolve, a common job related problem-oriented syllabus designed to meet the problems and jobs as determined from the above discussions

The Group recommends that every subject matter instructor at the training centre should first prepare a job-related, problem-oriented syllabus concerning his own subject matter so that each training centre might be able to bring out a consolidated syllabus for more effective training of Gram Sewaks.

Item No. 10.

Is the present village work at or around the training centre job-related and problem oriented ?

In the existing circumstances the present training is more job-related than problem-oriented. However, the Group strongly feels that the training should be job-related as well as problem-oriented.

Training-cum-development centres or better still, provision of development blocks constituting villages around the training centres should be made. First rate Gram Sewaks should be posted in these blocks and they should be treated more or less as members of the staff of the training centres. Wherever it is not possible, the first-rate Gram Sewaks should be invited to talk to trainees and to discuss with them the problems in village work. Where the facilities mentioned above do not exist, Village Guides (experienced Gram Sewaks) should be appointed on the staff of the training centres to help guide the trainees in their village work.

Item No. 11.

Is the present practical work at the training centre job-related and problem-oriented ?

At present the practical work is more job-related than problem-oriented.

Item No. 12.

What is the place of the lecture method in a job-related, problem-oriented approach to training.

Lecture-method should have little, if any, place. As facilities for problem-oriented training are provided, the teaching method will automatically yeild place to discussion and demonstration method However, if lecture method has to be used, it should be fully supplemented with audio-visual teaching aids.

Item No. 13.

What is the place of the discussion method in a job-related, problem-oriented approach to training ?

The discussion method is the most satisfactory approach in a job-related problem-oriented training.

GROUP III

Report on discussion of items 4 to 13 of the agenda

Members
1. Shri Cal Svinth—Convener
2. Shri M. Sathyanarayanamurthi
3. Shri Binay Krishna Bose
4. Shri B.R. Venkatram
5. Shri R. Guruswamy
6. Dr. M.S. Nair

Item No. 4.

(a) (1) nonavailability of proper equipments by the Village Level Workers,

(2) the treatment given to him by his supervisors in presence of villagers,

(3) difficulties in creating village interest to participate in his activities,

(4) antecedents of the Village Level Workers and its effects on village influence,

(5) area and population to be covered by the Village Level Worker is too big and has to be limited,

(6) evaluation of work of Village Level Worker by the numerical number of activities done,

(b) Same as (a) 2.

Equality should be realised by all members of the staff.

(c) (1) Same as (a) 3.

(2) desire for leadership among the different organisations working in the same area.

(3) vested interests of individuals in villages

Item No. 5.

(1) understand the economic status of the village,

(2) study the cultural and social conditions of the village,

(3) participation of villagers in recognising their problems and chalking out a programme for the village,

(4) ways and means of execution of the programme,

(a) procurement of needed equipment and all accessories,

(b) getting technical assistance whenever necessary,

(c) making the villagers feel that the programme is purely theirs and only the guidance rests with the Gram Sevak,

(d) forming organisations to meet their needs.

(5) frequent evaluation of the changes taking place in the General Knowledge and skills of the villagers and consequent improvements effected in village life.

Item No. 6.

(a) The most difficult job is to make the villagers feel that the programme is purely theirs and to induce co-operation from them.
(b) procurement of equipment and accessories at a time when they will be needed badly by the villagers.
(c) formation of Community Organisations.

Items No. 7,8 & 9.

Economic Survey of the village difficulties.

(a) lack of faith in the trainees (Government employees) by the villagers.

(b) inability on the part of the Village Level Worker to correctly interpret the results of the survey and influence the people to chalk out a programme to suit that village.

Syllabus.

(1) How do you make your approach to the villagers :—individual approach; personal contacts—correct understanding between the village level worker and the villager.

(2) Why do you want an economic survey:—to difine and understand the economic problem of the village-to get acquainted with the available resources in that village to solve their problems—to sucessfully chalk out a plan to suit those problems

(3) How to use these data—the details collected should be available to the villagers for discussions.

(4) Presentation of data collected before a group consisting of the staff of Extension Training Centre and project participate and discuss the same on the lines of their experiences and evolve some definite clues on the questions raised. This should form the basis for village practicals of trainees.

Cultural and Social Conditions of the Village.

Difficulties:—

Same as supra.

Syllabus also to be modified if necessary as above. The Village Level Workers should be given an oppertunity during training to fully participate in the cultural and social activities of the village.

Participation by villagers.

Problem: (1) apathy among villagers for developmental works.

2. Poor leadership in villages.

3. Lack of effective organisation in the village.

4. Lack of ability on the part of Village Level Worker to to fit into the village life.

Syllabus. All the items listed in the special note under illustration the question being the same;

What are the causes of apathy?

How to overcome apathy?

How to find out what leadership exists in the village?

How to develop local village leadership?

How to provide for new organization in the village?

How to hold efiective meetings in the village and how to get villagers to participate in them?

How to develop a weak panchayat into a strong panchayat etc.

Ways and means of implementing the programme
Difficulties

1. Organising the human resources of the village to work as one body.

2. Co-ordination of the various developmental departments of Government working in that area.

3. A clear understanding of the programme of work by all the people co-operating both at the Government level and village level.

4. Successful implementation of the programmes in order of their utility, preferably from the simple to complex one.

Syllabus Organising resources.

1. What are the available resources in the villages?
2. How will you select the best co-operators?
3. How to find out the real leader?
4. What are the existing village organisations?
5. How can these existing ones be effectively utilised for the conduct of tne programme?
6. Will the existing organisations be sufficient or should more organisations with specific objectives be formed etc.

Co-ordination of developmental departments etc

(1) Which are the various development departments functioning in the area?

(2) What are the duties of each such department?

(3) Reaction of the people to the activities of these departments ?

(4) How do the departments co-ordinate at present in village welfare work?

(5) How well could they be modified to suit the conditions better etc. etc.

Clear understanding of programme.

(1) Do all participants really know what the programme is. ?

(2) How it is going to be implemented. ?

(3) Did they all actively participate in the framing of the programme?

(4) Do all the departmental officers co-operating with the programme visit the training centre and discuss such problems with the trainees.?

(5) How could the trainees be given an oppertunity to express their views and difficulties on the subject.?

(6) The handicaps of the Village Level Workers in implementing the programmes etc etc.

Successful implementation of programme.

(1) The necessity for tackling the simplest item of work at the beginning.

(2) Realisation by villagers of the utility of these works etc. etc.

Item No. 10.

The present village work in the training centre is mostly problem oriented and not job related.

Item No 11.

The present practicals in tne training centres are mostly job-related and seldom problem oriented.

Item No 12.

The lecture method does not have much scope in job-related or problem-oriented approach, whereas the demonstrations are the better methods of approach on the above lines.

Item No 13.

The discussion method has an important place in the job-related and problem oriented method of approach.

GROUP IV

Report on discussion of items 4 to 13 of the agenda.

Members :—

1. Shri M L. Saxena: (Convener)
2. Dr. R. S. Shivalkar.
3 Dr. E. E. Julson.
4. Shri J. N. Misra.
5. Shri J. Mehta.
6. Shri C V. Kimmell.
7. Shri H. E. Kardel.
8. Shri E. E. Neal.
9, Dr. B. Natarajan.
10 Shri J. S. Kaushiva.

Item 4.

This group feels that even though the principals of the Extension Training Centres, excepting in some States; have had little opportunity of ascertaining the actual difficulties which the Village Level Workers have been facing in their field work yet from personal contacts of the principals with their ex-trainees, the following points can be made out :

(i) The project staff under whom the Village Level Worker has to function are generally concerned with the fulfilment of unrealistic targets without proper appreciation of how the V. L. W. should work with the people. This group feels that the project staff need more orientation in extension methods.

(ii) In some of the states, the V. L. W's drawn from the various departments, have had no basic agricultural training and are very much handicapped in guiding the villagers properly and for that reason fail to win the villagers' confidence.

(iii) The V. L. W. appears to have many masters and there is lack of definition regarding the channel through which he has to receive instructions. It is essential that regular periodical meetings of the project staff should be held to discuss and draw up programmes for the guidance of the V L. W.'s.

(iv) The V. L. W. finds it difficult to work with local non-official workers for reasons beyond his control An effort should be made to equip him better to meet such situations.

(v) The V. L. W. is often not given due credit for the work done by him in his area and is not accorded the status due to him consistent with his important role.

Item 5.

Jobs which the village worker has to do :

(i) Win the villagers' confidence;

(ii) Know the people and their problems, assess their felt needs ;

(iii) Guide the people and help them to help themselves in improving their living conditions ;

(iv) Arrange for the proper flow of supplies to villages

(v) Convey the villagers' problems to the experts and obtain from them the solutions to those problems.

Item 6.

(i) The most difficult job for the V. L. W. is to get together a really representative and progressive group of villagers through whom he could assess the local felt needs and resources and introduce a programme of improved practices to improve the villagers' living conditions.

(ii) Another perhaps equally difficult job for the V. L. W. is to bring from experts the answers and solutions to villagers' problems that are really related to the local conditions.

Item 7.

The present training programme does take care to prepare the V. L. W. to meet the difficulties enumerated above. But in cases where he does not have an opportunity of practising the extension methods learnt at the centre, it cannot be said with certainty that he has been adequately equipped to meet these difficulties. It is therefore essential, so far as the training programme is concerned, that every training centre should have a group of villages attached to it for field work by the trainees for a minimum prescribed period of 2 months.

Items 8 and 9.

The present syllabus drawn up for the training of V. L. Ws. does broadly include the various items related to the jobs that have to be undertaken by them, but it is felt that the syllabus should be critically reviewed and details worked out jobwise. In order to do adequate justice to this matter, a central sub-committee be formed including some Development Commissioners, Principals, Project Executive Officers and experienced V. L. Ws.

Item 10.

Wherever the principals of the training centres are connected with the development work in the surrounding villages, the trainees' work in these villages is job-related and problem-oriented. But in other centres where the principals do not have any say in the organization of work in the surrounding villages, the case may be said to be otherwise.

Item 11.

The practical work at the training centres has to be, and generally is job-related and problem-oriented.

Item 12.

The lecture method has only a secondary place in a job-related, problem oriented approach to training, although a job-training has often to be prefaced with an introductory lecture.

Item 13.

The discussion method has a very important place in a job-related problem-oriented approach to training.

GROUP V

Report on discussion of items 4 to 13 of the agenda

Members

1. Shri G.G. Phadke (Convener)
2. Shri Malcolm Orchard
3. Shri B.S. Nirvan
4. Shri R.A. Pillai
5. Dr. L.K. Mclaughlin
6. Shri B. Rudramurthy
7. Shri Agha Ashraf
8. Shri Rama Rao

Item No. 4.

(1) (a) Housing for village level worker is one of the foremost difficulties. Getting established in villages is the job. Providing suitable accommodation for village level worker in the villages should be considered seriously and earnestly by the Project staff. It should also be considered to advance grants from the Government to enable the village level worker to put up cheap model improved houses in the villages with the assistance of voluntary contribution from the villagers. This is also going to be of demonstration value

Training Centre should include in its syllabus, the problems a village level worker faces in his village at first, and how these problems can be faced.

(2) The Committee very strongly emphasizes the importance of the Principals to be aware of the practical difficulties which the village level workers are facing in their villages. Opportunities should be provided for the Principals to visit the project areas to study the principal difficulties. The findings of the Principals should be included in the training programme. It is feasible for the trainees to work, during the training programme, with the village level workers already established in the Projects. The trainees, at the time of their departure from the training centre, may be encouraged to write back to the training centre periodically about their experiences and difficulties. These should be discussed with the trainees at the training centre so that the trainees may be better prepared.

(3) Supplies and services

Posters, flannelgraphs

Village Level Workers are feeling difficulty in obtaining equipment in time necessary for demonstrations and mass communication. It is felt that the village level workers should be given all facilities and supplies necessary for arranging mass communications such as charts and posters and also supplies for putting up demonstrations. It is urged that training in mass communications should be compulsorily introduced in such of the training centres which have not yet taken up the same.

This Committee feels there should be monthly meetings of village level workers, Block Development Officers, Project Officers and presided over by the Development Commissioner (if possible a few village leaders also) once a month for

every block, where the requirements for Village Level Worker are considered, and arrangements made by the Development Commissioner through the Project Executive Officer·

4(b) It is felt by experience of the village level workers that many of the project staff are not trained in Extension Methods of approach. Hence it is necessary to give orientation training in Extension Methods to all the project staff. Working through persuation and education should be instilled in the minds of the Project Staff.·

Also, the Village Level Workers should be trained in the training centres to know these situations, and also to realize the difficulties of the project staff.

It is strongly recommended to bring the project staff to the training centres for a few days at least just before the trainees graduate. This affords good scope for orientation of the Project staff in regard to the Extension Methods of approach.

Also, the syllabus should include the aspect that Village Level Workers should educate the Project staff as to what his training has been. On these lines, job related syllabus has to be developed so that the trainees are very well aware of the local resources, the eouipment required for his work, the methods of obtaining them by approaching the Project Staff, and also to adjust himself to the local conditions, supplies and services, realising the practical difficulties faced by the Project Staff

Village Level Workers have to work, on the one hand with the villagers, and on the other hand, with the subject matter specialists and Project administrative staff. While it is felt feasible for all the subject matter specialists to work through the Project Executive Officers (so that priorities and urgencies may be decided), it is emphasized that the training centre should prepare the trainees to be ready for such a conference with the various subject matter specialists in such a way as to convince them of the needs of the villagers, and that the village level workers should call on the services of the subject matter specialists and to be capable of working with the subject matter specialists primarily for solving the needs of the villagers

4(c) Village Level Workers have to work with the Patwaris, School Masters, other departmental staff etc. It is realized that the village level worker faces lots of difficulties in his work since, in view of the nature of his work, the village level worker, in the initial stages, represents a threat to these local people, officers and agencies. It is very much·emphasized that the training centre should include in its syllabus this aspect of the village level workers getting opposition and non-co-operation in the earlier stages of his work, and the task of the village level worker to work co-operatively and with abundant patience using educational methods.

While it is recommended that the village level worker should not identify with any of the factions in the villages the training programme should provide scope to the VLW to learn how he has to keep away from the factions. Also the village level worker should give priorities to such aspects of work which cut across factions. The training programme should lay stress on this.

Item No. 5.

The village level workers are expected to do all the jobs necessary for village improvement excepting such which require high technical skill. The

village level worker should learn all the technical skills which the villagers can themselves eventually do. The village level worker should be able to develop the technical ability of village leaders There is no point in village level workers' teaching villagers such skills for which supply of equipment and materials cannot be arranged. It is strongly emphasized that the village level worker cannot do all the jobs himself in the villages, but his primary responsi bility is to get the work done through training villagers.

As a village level worker he is responsible to get all the village jobs done; in such cases which require high technical skill beyond his training (such as inoculation vaccination), he should get the jobs done through approaching technical department people on the one hand, and through mobilizing villagers on the other hand so that the technical people can get the maximum amount of work in a short time.

Item No 6.

Jobs which require the co-operation of the specialist such as Engineering works, Health, and the Co-operatives.

Item Nos. 7 & 8.

The syllabus at present is more subject matter oriented. In the light of our experience, it is emphasized that the syllabus should be broken up and rewritten on the basis of the jobs which the village level worker should do, and also on the basis of the problems he encounters in the field.

Item No. 9.

It is felt that in the light of the suggestions now received, the training centre Principals, in consultation with the other staff members of the training centres, project staff, and subject matter specialists should rewrite the syllabus which is more job and problem related. This recommendation is made in view of the short time at our disposal during this conference, and also in view of the necessity to discuss with other members concerned with extension programme.

Jtem No. 10.

Yes

Item No. 11.

Yes

Item No. 12.

There is little place of lecture method.

Item No. 13.

This is the best.

The Committee strongly feels that new literature shoul l be produced to facilitate discussion to be based around the problems and not the subject matter.

GROUP VI

Report on discussion of items 4 to 13 of the agenda.

Members :—

1. Dr. B. Parija. (Convener)
2. Shri B. B. Yeligar.
3. Shri K. M. Desai.
4. Shri Chanda Singh.
5. Shri P. N. Nayar.
6 Shri I. S. Sharma.
7. Shri Donald Curry.

Item 4.

(a) Except in Pepsu the training staff of the Extension Training Centre are not directly associated with the programme of work with the result that the difficulties experienced by the V. L. Ws. cannot be realised by the Principals. However the general difficulties may be mentioned as below.

(i) The V. L. Ws. in most of the States are not provided with the necessary equipment required for carrying out the extension methods i.e. (i) set of improved implements (ii) first aid box and medicine chest.

(ii) Lack of residential quarters for the V. L. Ws. except in Orissa where Government have granted a sum of Rs. Rs. 800/- for the construction of quarters for the V. L. W.

(iii) The V. L. Ws. are now mostly engaged with the achievement of physical targets fixed by either the Project Executive Officer or Block Development Officer under different items of work. Hence they do not find sufficient time to apply extension methods for educating the people to solve their problems.

(b) In some cases the V. L. Ws. are not receiving the treatment from their superiors in the manner that they should normally have.

(c) Party factions.

Item 5.

Jobs of the Village Level Workers'.

1. Contacts with the people.
2. Study the local problems and resources and ascertain felt needs.
3. Develop local leadership.
4. Organisation of village bodies,-youth clubs, co-operative Societies and vikas mandals.
5. Help people to plan and execute their programme.
6. Arrange Method and result demonstrations.

Agriculture.

(a) Arrange supply of improved seeds plants, fertilizers implements pesticides, fungicides and advise on improved methods of Agriculture.

(b) Help augmenting the irrigation facilities and resources.

(c) Advise on reclamation and soil conservation methods.

Animal Husbandry and Veterinary.

1. Castration of scrub bulls.
2. Provide pedigree bulls.
3. Advise on better care feed and management of cattle.
4. Help control of cattle diseases.

Public health and sanitation.

1. Construction of soak pits.
2. Paving of streets.
3. Construction of improved types of latrines.
4. Antimalarial work and disinfection of drinking water.
5. Help providing preventive and remedial measures against various epidemic and endemic diseases.

Social Education.

1. Help developing home and community life.
2. Organizing literacy and cultural activities.
3. Developing democratic attitude in people.
4. Organizing recreational activities.

Rural Housing.

Introduce cheap type of houses in villages from existing materials.

Cottage industries.

Help to organise cottage and village industries.

Item 6.

1. Development of village leadership.
2. Developing harmonious community organizations.
3. Adult education.

Items 7 and 8.

In the light of experience gained the training programme needs modifications. The training centres should be training cum extension projects. The trainees while under training should practice the methods they learn in the neighbouring villages in order to gain self confidence in their ability to work when entrusted with the responsibility in the field. This method helps in getting a real insight into and a realistic approach to rural problems.

Item 9.

The present syllabus may be simplified to admit the preliminary practical and useful training in the different subjects leaving out more technical and exhaustive aspects. The group is of the opinion that such a common job related and problem oriented syllabus cannot be designed in such a short period as the group had. The training centre may redesign and prepare their simplified syllabus and get it approved.

Items 10 and 11.

Yes.

Item 12.

The lecture method in a job related and problem oriented approach to training may be only useful to the extent of giving the fundamental principles on the subject to help discussion on the subject and to work in the field.

Item 13.

Discussion method is advantageously used on the preliminary discourse given by the lecturer and on the problems brought by the trainees after their visit to the villages. It has thus got a very important place in the job related and problem oriented training programme. This give more scope to the trainees for better understanding mutual exchange of experiences and independent thinking besides realising the problems.

Report on discussion of item 14 of the Agenda

Members

1. Shri J. Mehta,
2. Shri G.G. Phadke
3. Shri B.K. Bose,
4. Mr. Cal Svinth
5. Shri B.B. Yeligar
6. Shri M.G. Sen,
7. Shri S. Ray
8. Mr. George Puckett
9. Shri K. Balachandran
10. Dr. Douglas Ensminger.

Subject : **Training Women as village level worker.**

Problem:

The overall objective of the Community Development Programme is to provide for a comprehensive and all round development which necessitates the addition of women workers to assure the Home Economic activities with the families in the villages.

The Home Economic activities are defined to include the following :—

(a) Home Crafts-clothing, knitting, needle work etc.
(b) Nutrition-Food preparation & preservation.
(c) Maternity care and Child welfare.
(d) Home improvement and sanitation.
(e) Kitchen-cum-fruit gardening.
(f) Family budget.
(g) Family planning.
(h) Poultry & Duckery.
(i) Youth activities.
(j) First aid and Household nursing.
(k) Prevention of diseases.

Objectives.

To establish wings to the present Extension Training Centres training Gram Sevaks in order to train up women folk in Home Economics. We understand that the Central Government have tentative plans to add such wings to a limited number of Training Centres. The group is of the opinion that such a wing should be added to as many Training Centres as possible.

Methods

Qualifications for women candidates :—

(a) Women with village background, aptitude for and experience in village work.

(b) Preference may be given to those who have academic qualifications of the matriculation standard or its equivalent.

(c) Women of good health, emotionally stable, and between the ages of 20 to 35 years.

Suggested sources for recruitment:

(i) wives of the Gram Sevaks.
(ii) Trained in Home Economics.
(iii) School teachers.
(iv) Wives of the Project and Training Staff.
(v) Social and constructive workers,

For the efficient working of this training programme for the women workers this group recommends the provision of following Instructors for the Training Centres that will have the above-mentioned wing.

1. Senior Instructor on Home Economics.
2. Instructor with qualifications of a Lady Health visitor.
3. Instructor on crafts.

Hostel and Residential accommodation:

Residential accommodation for both trainees and staff should be provided through the construction of several small units which will serve as model village houses, which can be duplicated in the villages. The idea in providing this type of living accommodation for the trainees is for them to have an opportunity to present model living arrangements comparable to village conditions.

Arrangements should also be made to provide accommodation for class room etc, as well.

Training the Instructors:

The Group suggests that arrangements should also be made to train women Instructors before actually starting the wings and provision should be made for the training of all the Instructors in a group in one Institution having experience and comprehension in Home Economics.

This Group further suggests that Government of India may also consider the advisability of posting some experts on Home Economics Extension on regional basis preferably one for four such wings.

Report on discussion of item 15 of the Agenda

Members

1. Shri Majid Ali Convener.
2. Shri A. Ashraf.
3. Shri G.C. Baruah.
4. Dr. A.C. Sinha.

5. Shri J.N. Misra.
6. Shri M. Satyanarayanamurthi.
7. Shri John T. Bulls.

Subject:— Equipment of Training Centres.

(i) Free supply of extension literature and handbooks to : (a) libraries (b) trainees

(ii) Provision of soil analysis kits.

(iii) Transport facilities.

(iv) Desirability of adding small poultry, dairy, piggery and bee-keeping units.

(v) Minimum size of farms attached to the centres.

(i) (a) This group recommends that the libraries of all the training centres should be provided with I C.A R., C.P.A and other extension literature free of cost.

(b) The trainees should also be supplied the above mentioned publications free of cost.

In addition to the above publications, flannel-graphs, flashcards, handbooks and other useful material should also be supplied free.

(ii) The group recommends that sufficient number of soil analysis kits should be provided to all the centres.

(iii) The group feels that at present all the centres are not adequately equipped with transport facilities and recommends that the following minimum facility should be made available at each training centre:—

(1) One jeep with a trailor
(2) One pick up, and
(3) One truck.

In addition, one of the members drew attention towards the provision of cycles for trainees as recommended in the last seminar held at Bhopal

(iv) A small unit of poultry, dairy and bee-keeping is considered essential for training at each centre. Piggery may be added where there is need for it.

(v) 20 acres of land is considered as the minimum for a farm attached to each training centre. Necessary funds should be provided for equipment and the running of the Farm.

(vi) The group strongly urges that the recommendations made by the last Conference regårding the equipment of the training centres may be supplemented as soon as possible.

(vii) 16 m. m. projector, Generator and mimeograph machine should be supplied to centres which have not received them so far.

(viii) Cameras etc. may also be provided to each centre.

Report on discussion of item 16 of the Agenda

Members

1. Dr. B. Parija Convener.
2. Dr. T.P.S. Chowdhari.
3. Shri K.M. Desai.
4. Shri I.S. Sharma
5. Shri I S. Chima.
6. Shri F.W. Sheppard.
7. Shri H.E. Kardell.
8. Dr. M.S. Nair.

I Residential Accommodation.

Free residential quarters should be provided to the Principal aud all the staff for the following reasons.

(a) The training centres are mostly located away from towns.

(b) Nature of work at Extension Training Centres demand the staff to work at any hour of the day or night.

(c) They have to maintain close personal contacts with the trainees.

It is highly desirable that the training centre, the hostel for the trainees and the staff quarters should all be located within the same premises, as far as possible.

II Grant of additional pay etc:

In view of the importance attached to Extension Training Programme it is very necessary to provide adequate scales of pay to the staff of the training centres as will attract and hold them to the posts In most centres the staff members have not yet been sanctioned even the scales of pay provided in the Government of India budget estimates, by the respective State Governments. The staff members are not receiving any additional remuneration for the extra work and loss of facilities on their being appointed to the Training Centres. As such the following recommendations are made :—

(a) The scales of pay for the posts of Principals and all members of the staff provided in the model estimate sanctioned by Government of India should be sanctioned to the concerned officers by the respective State Governments, wherever it has not been done so far, irrespective of the scale of pay the incumbents were drawing in their parent departments, prior to their being appointed to the Training Centres.

(b) The post of Principal should be declared as Class I by all State Governments, where this has not already been done

(c) If however, those State Governments who do not sanction the scales of pay provided in the model estimate stated supra, an allowance amounting to 33% of their existing pay, limited to a minimum of Rs 100/- p m. to the Principal and Rs. 50/- p.m. to the members of the teaching staff should be sanctioned with restrospective effect.

III Safeguarding rights etc.

It is recommended that all the rights and privileges, such as promotions, confirmations etc, in their parent departments of the officers and all members of the staff of the Trainining Centre should all be safeguarded.

IV Name of staff

	Name of staff	No. required for the single-shift	No. required for the double-shift
1.	Principal	1	1
2.	Agricultural Officer	1	2
3.	Educationists	1	2
4.	Public Health Officer	1	1
5	Medical Officer		1
6.	Animal Husbandry Officer	1	1
7	Agricultural Engineer	1	1
8.	Village Housing & Road Engineer	1	1
9	Co-operation & Gram Panchayat Officer	1	1
10.	Carpentry instructor	1	1
11.	Smithy Instructor	1	1
12.	Artist cum photographer	1	1
13	Mechanic	1	1
14	Film Operator	1	1
15.	Agricultural Demonstrator	1	2

Ministerial

1.	Head Clerk		1
2.	Accountant	1	1
3.	Store keeper	1	1
4	Clerks	1	2
5.	Stenotypist	1	1
6.	Drivers	One for each vehicle	
7.	Cleaner	One for each vehicle	
8.	Peons	3	6
9.	Watch Man	1	2

V Part-time instructors.

It is recommended that all members of the staff should be full-time and the system of part-time teaching if any, at present, should be discontinued.

Report on discussion of item 17 of the agenda.

Members :—

1. Shri B. Rudramurthy.
2. Shri Rama Rao.
3. Shri Mishrilal Saxena.
4. Shri B. L. Kayasth.
5. Shri Prem Sagar.
6. Dr. B. Natarajan.
7. Shri Chanda Singh.
8. Shri D. G. Curry.
9. Dr. R. S. Shivalkar. (Convener)

(i) Setting up regional panels of Fxaminers.

The examination and evaluation of the trainees should be conducted in two parts.

(a) Intermediate tests.

(b) Final test.

The intermediate test will be conducted by the staff and the Principal at periodical intervals. The test will be in subject matters, skills and extension work done in villages.

The final examination will consist of

(a) Written papers in the important subjects detailed below. The written papers should as far as possible be of objective type and not essay type.

(b) Practical skills.

(c) Village work.

As regards the panel of examiners, the group recommends

(a) the Principal of the Training Centre.

(b) a Principal from another training centre in the same region.

(c) Development Commissioner or his nominee preferably a Project Executive Officer.

(ii) Desirability of associating Central representatives with the boards of examiners.

This group feels that this is not necessary.

(iii) [redacted]irability of uniform system of assigning marks.

The group recommends that there should be uniform system of assigning marks. The distribution of marks should generally be as indicated below :—

		Subject	Intermediate tests	Final tests	Total
(a) **Written Papers**	1.	Agriculture	50	50	100
	2.	Animal Husbandry & Veterinary	25	25	50
	3.	Co-operation	25	25	50
	4.	Social Education	50	50	100
	5.	Public Health & Sanitation	25	25	50
	6.	Engineering	50	50	100
	7.	Crafts	25	25	50
	8	Agricultural Extension.	100	100	200
(b) **Practicals**	1.	Agriculture	50	50	100
	2.	Veterinary & Animal Husbandry	25	25	50
	3.	Skills in crafts.	25	25	50
(c) Village work			250	250	500
(d) Viva voce				100	100
		Total :—	700	800	1500

(iv) Review of record cards in the light of experience gained.

Most of the Principals present in the group report that the record cards are not being maintained at their training centres. In view of the periodical intermediate tests recommended above, the group feels that a separate record in the form of a record card is not necessary The record card should be modified to enable the Principals to maintain the record of the periodical intermediate tests.

(v) Need for a uniform certificate and badge.

Yes.

(vi) Need for holding supplementary examinations for unsuccessful candidates :—

The group feels that a supplementary examination should be held sometime between four to six weeks from the date of the final test. All this period between the final test and the supplementary examination should be utilized by the unsuccessful candidates mostly in doing village work.

Report on discussion on item 18 of the agenda.

Members :—

1. Dr. K. G. Joshi.
2. Shri J. S. Kaushiva.
3. Shri Marshal D. Fox.
4. Shri T. B. Pawar.
5. Dr. L. K. McLaughlin.
6. Shri B. R. Venkatram.

(i) (a) Delay in appointments of Staff—how to avoid.

Considering the question of delay in appointment of staff, the group felt that there were certain important questions relating to staff selection and appointments which directly reflected on this question.

The group felt that there were several reasons why the selection and appointment of best men on the staff was important. Their reason in short could be enumerated as follows :—

1. Weakness in training will reflect perpetually on the development programme through the weaknesses left or carried by the Gram Sevak. It was necessary that as far as possible there was not a single weakness left in the training of the Gram Sevak.

2. A dissatisfied person on the staff will not be able to do the best teaching job—that is why it is all the more important that he is satisfied with his job.

3. The training of gram sevak and other extension workers is assured to be a permanent feature of the development programme. To build up a good foundation, it is important that the best men are selected for the training centres.

4. These best men should not be denied normal facilities of schooling their children etc , and when the training centre is in an out of the way place they should be given adequate special pay to buy such facilities elsewhere.

The group therefore recommends that –

(a) The post of the Principals should be in class I service. The other instructors should be in class II service and the field instructors may be in the subordinate class III Service.

(b) When the Principals and other members of the staff are drafted for the same cadre of service, i.e. class I or II, they should be given adequate special pay, the training centre job being considered very responsible and hence onerous.

(c) If the State Government are unable to meet the additional expenditure on staff because of upgrading of the existing post, the Central Government may allocate additional funds for this purpose.

(d[illegible] training programme being of a permanent nature and being respon[illegible]r laying every foundation of the extension service, permanent grants ma[illegible]e made by the Central Government to State Govrrnments to assure the maintenance of the best men on the staff of the training centres. Without this assurance, the training centre staff is not likely to be of the required ability.

(e) It was considered by the group that furnishing equipment or materials or any other matter connected with the training centre was much less important than provision of the best men on the staff of the training centre.

In the matter of delay in appointments, the group felt that this problem is related directly to increasing salaries and amenities of staff at the training centres. The delay in appointments could be avoided if the best available persons were drafted from the existing services and were assured special pay for more responsible jobs at the training centre and loss of amenities to which they were normally entitled.

(i) (b) Desirability of conferring certain financial powers on the Principals.

(a) The group observed that the Principals of the training centres were not able to purchase equipment, teaching aids and other materials from the sanctioned budget grants because their financial (powers were limited. To avoid obtaining sanctions from higher authorities) for every little thing, the group recommends that the Principals of the training centres should be given financial powers up to Rs. 500/- for all recurring and non-recurring expenses.

(b) The group observed that the Principal of the training centre was the best person to judge the legitimate training supplies and equipment for the training of village workers since this is the only justification for his appointment.

(c) A small difficulty in respect of management of messing of trainees was brought before the group. A majority of the Gram Sevak trainees being poor, were unable to pay advances to run the mess The expenditure on messing could be recovered at the end of the month from the stipends. The Principal of the Training Centre, however, requires an imprest for meeting the day to day expenses. The group therefore recommends that an imprest or a permanent advance of Rs. 3,000/- should be given to the Principal. The advances made for running the mess during the month should be recovered from the stipend at the end of the month. Advances for messing arrangements of non-stipend students are, however, not recommended.

(i) (c) Desirability of conferring some appointment powers on the Principals.

(a) The group recommends that in appointments of staff from the existing services the Principal should be consulted, permitted to have a frank talk with the person concerned to know his willingness to accept the job and responsibilities and, thereafter the selection finalised.

(b) If the member of the staff is being selected by advertisement by the Public Service Commission or any other selection body, the Principal of the training centre should be one of the co-opted technical members on the Commission,

(ii) Avoidanee of transfers of staff during the session.

(a) The group felt that such transfers should be the minimum.

(b) The group also felt that if the transfer is because the staff members gets qualified for higher post in the parent department and the member of the staff is keen on remaining at the training centre, effort should be made to create a higher post at the training centre to retain the person concerned.

In addition the group felt that eventually a good training centre would develop a staff composed of all class I people.

We unanimously recommend that under no circumstances should a trainee be required to execute a bond which binds him in anyway to serve against his will as to refund stipends, training expenses etc. We further recommend that the practice be abolished in those states where it is being done.

Because :

1. A disatisfied person in a training programme or in a project area tends to disrupt morale of fellow workers and to shirk his duties. His service will be given with the wrong spirit and therefore do more harm than good.

2. The Project Executive Officer or Block Development Officer who knows that his V. L. Ws. are indentured under bond is not challenged to create conditions of service and growth which will develop a voluntary spirit of service which everyone in this conference agrees is the essence of good village work.

3. If the village workers are indentured this removes one of the best ways of measuring the success or failure of the Project Executive Officer in his ability to "hold" staff personnel because of his leadership rather than because of the force of bonds, etc.

4. In a democracy, along with freedom to work should go freedom to quit. We are not running a military service.

5. The amount of money, energy, time, effort, and bad feelings which are expended in the process of trying to recover stipends training expenses, etc. is not worth the money recovered.

6. We say our programme is a programme of not forcing villagers to do something against their will. This principle should apply equally to the staff in the programme.

Note.

The argument was put that the reason why bonds etc., were being required was to keep boys from coming into the training programme who had not really made up their minds as to whether or not they wanted to do village work or to keep boys out who just want to do something while they wait on another job. We answered this argument by saying that if the selection process is so poor that it cannot screen out boys who obviously are not motivated in the direction of village work then the fault lies with the selection process and it needs to be improved. In addition, we felt that if a boy

bec[illegible]of his experience in the training centre or in project work develops hi[illegible]spirations of work and wants to quit village work to enter some other line [illegible] work or even aspire to return to school or college in order to better qualify himself for a higher order of service, this is an excellent compliment which is paid to the training he has received and the inspiration he has gotten under his Project Executive Officer or Block Development Officer. Temporarily the project is the loser but India is bound to be the beneficiary of better trained people in all lines of work.

Provision of telephone to the Training Centres.

Obviously, emphatically, self-evidently, absolutely, positively—Yes.

Report on discussion of item 19 of the Agenda

Members :—

1. Dr. E.E. Julson Convener
2. Shri R. Guruswamy Naidu.
3. Shri P.N. Nayar.
4. Shri K.R. Patel.
5. Shri U.C. Ghildyal.
6. Shri R.A. Pillay.

Dr. Julson was elected unanimously as the convener of the group.

Proceedings.

Subject:—**Desirability of holding seminars on Community Development at Training Centres**

The members of the group are unanimously of opinion that it is desirable to have the seminars on community development at Training Centres for the following reasons.

1. That these training centres have the necessary educational atmosphere for the conduct of the seminar.

2. That they have the necessary equipment and facilities for the boarding and lodging of the delegates and the conduct of seminar.

3. That it affords an opportunity to the prospective trainees and project staff to come together and influence each other.

4. That it gives an opportunity to invite important non-officials and constructive workers who have taken keen interest in the community development so that they may have occasion to come in intimate contact with training centres.

The seminars may be held either at All-India level, regional level, state level or district level. Whenever the seminar is conducted on district level it is desired that the venue may be alternated between the training centre and project area so that there may be a better relationship between the training and project staff.

(ii) **Arrangements for lectures on rural re-construction by [illegible]ent constructive workers—Payment of honorarium, etc.**

While the members of the group agree to the suggestion of inviting constructive workers to deliver lectures on rural reconstruction and paying honorarium to them, they like to interpret the term 'constructive worker' as eminent authorities on the subject of rural reconstruction.

(iii) **Desirability of associating the Principals with Project Advisory Committees.**

It is strongly recommended that the Principal of the Village Guide Training Centre shall be a member of the Project Advisory Committee of the district in which the centre lies.

(iv) **Text-books available and those to be prepared**

Text-books are not generally available in most States. It is, therefore, recommended that a committee at State level may be constituted to prepare text books on the different subjects taught to the trainees, so as to provide an ampler basis for instruction.